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ABSTRACT

The goal of DARE (Drug Abuse Resistance Education) is not to completely eliminate the drug and alcohol problems of society. It is a proactive prevention program designed to equip youth (focusing on elementary school) with skills for resisting peer pressure to experiment with drugs, and to manage anger without resorting to violence or the use of alcohol and drugs. DARE has provided local law enforcement agencies with a positive method of influencing the youth of their communities. The number of projects has increased along with expanding into middle school/junior high and high school. The 40 Idaho DARE programs have made contact with over 70,000 students during 1994-95. Opinion surveys regarding Idaho DARE programs show that teachers, school administrators, and parents approve and support the program in their communities. Agencies that rated it as high priority experienced less juvenile drug related arrests according to Idaho Uniform Crime Report statistics. The consensus of Idaho DARE program participants and evaluation efforts is that the DARE program needs to be expanded into Middle School, Junior High, and High School. Eight recommendations are made. An appendix provides: Elementary "Core" DARE Lesson Summaries; a Junior High School Curriculum; a Senior High School Curriculum; and a Parent Curriculum. (JBJ)

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IDAHO DEPARTMENT OF LAW ENFORCEMENT
Robert L. Sobba, Director

GRANTS AND RESEARCH
EVALUATION UNIT

AUG 3 1995

EVALUATION OF IDAHO'S

DARE

"DRUG ABUSE RESISTANCE EDUCATION"

PROJECTS

JUNE 1995

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Senior Research Analyst

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PREFACE

DARE (Drug Abuse Resistance Education) is a drug abuse prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. Developed in 1983 as a cooperative effort by the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD), this unique program uses uniformed law enforcement officers to teach a formal curriculum to classroom students. DARE gives special attention to fifth and sixth grades to prepare students for entry into middle/junior high and high school, where they are most likely to encounter pressures to use drugs. This program has several noteworthy features:

*__DARE targets elementary school children__. In the past, middle/junior high and high school drug education programs have come too late to prevent drug use among youth. Therefore, substantial numbers of young people report first use of alcohol, tobacco, and marijuana by middle/junior high school.[1]

*__DARE offers a highly structured, intensive fifth and sixth grade curriculum__ developed by Dr. Ruth Rich, the Los Angeles Unified School District health education instructional specialist, in cooperation with recognized experts in the field. A basic precept of the DARE program is that elementary school children lack sufficient social skills to resist peer pressure to say no to drugs. DARE instructors do not use the scare tactics of traditional approaches that focus on the dangers of drug use. Instead, the instructors teach children a variety of techniques to resist peer pressure. As a result of the instruction, children gain good judgement by learning skills in assertiveness, self-esteem, and decision making and are given alternatives to tobacco, alcohol, and drug use. In many instances the DARE curriculum addresses learning objectives of the States' departments of education while conforming to health education standards.

*__DARE uses uniformed law enforcement officers to conduct the class.__ Uniformed officers as DARE instructors not only are role models for impressionable children but also have high credibility on the subject of drug use. Moreover, by relating to students in a role other that of law enforcement, officers develop a rapport that promotes positive attitudes toward the police and greater respect for the law.

*__DARE represents a long-term solution to a problem that has developed over many years.__ Many people believe that in time a change in public attitudes will reduce the demand for drugs. DARE seeks to promote that change. Equally important, DARE instructors instill in children decision making capabilities that can be applied to a variety of situations as they mature.

In 1988, the Bureau of Justice Assistance (BJA), Office of Justice Programs, U.S. Department of Justice, actively supported the DARE program by awarding grants to fund regional training centers to disseminate the DARE program. Today, over 20,000 law enforcement officers have been trained to teach DARE.

The preface is reproduced in part from the Bureau of Justice Assistance "An Introduction to DARE: Drug Abuse Resistance Education", second edition, Program Brief, October 1991, NCJ 129862.

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INTRODUCTION

FOCUS

The DARE (Drug Abuse Resistance Education) program

Focuses on teaching students decision-making skills, how to resist peer pressure, and positive alternatives to drug use and violence.

DARE SUPPORTED IN 34 COUNTIES

Idaho's first DARE program originated in Emmett, 1988. In 1990 three Bureau of Justice Assistance, BJA, grant funded projects started in Bingham County, Kootenai County and Nez Perce County. Word spread from community to community of the acceptance and support for DARE. Over the last five years 40 law enforcement agencies, in 34 of the 44 counties, have initiated the program, 25 of them initially used grant funds from the federal Bureau of Justice Assistance. The projects are mostly rural in nature with county populations varying from 2500 to 120,000. Some of the programs cross over county boundaries, multiple school districts, and combine efforts of county and city law enforcement agencies.

POSITIVE STUDENT CONTACT

The number of projects have increased along with expanding into Middle school/Jr High and High school. Idaho Dare Officers are in 83 of the School Districts, 202 elementary schools, 30 Middle/Junior High schools and three (3) High Schools. **The 40 Idaho DARE programs have made contact with over 70,000 students during 1994-95**.

IMPLEMENTATION PROCESS

FUNDING

One of the first concerns given by most law enforcement agencies considering a program such as DARE is funding to cover associated cost of employees and materials.

Federal funds have come to the aid of local agencies with **"seed"** money to start or expand DARE in their communities.

LOCAL LAW ENFORCEMENT AGENCIES HAVE RECEIVED OVER 1.8 MILLION IN FEDERAL FUNDS OVER THE LAST FIVE YEARS

Of the 40 DARE projects throughout the state, 25 of them have received grant funds from the federal Office of Justice, Bureau of Justice Assistance, Edward Byrne Memorial Fund. These funds are made available through annual subgrant applications to the Idaho Department of Law Enforcement. In 1990, 1991 and 1992 a total of $478,225 in state funds from the Idaho legislature was included in the application process. Federal and State funding table is on the following page.

Law enforcement agencies in Idaho have been very resourceful in finding a way to fund their programs. The projects have used a variety of resources to start, continue, or expand, their programs. The resources include the following and/or combination of: County and City governments increasing Law Enforcement agency budgets; Officers volunteering time; Drug Free Schools funds through school districts; State Cigarette Tax funds through the schools; Health and Welfare grants; Community substance abuse councils and Civic groups fund raising efforts; and business and community donations.

BUREAU OF JUSTICE ASSISTANCE AND STATE OF IDAHO FUNDING

DARE PROJECTS	1990 BJA	1990 STATE	1991 BJA	1991 STATE	1992 BJA	1992 STATE	1993 BJA	1994 BJA	TOTALS
American Falls Police Dept.			2,873.00	5,897.00	7,999.00	5,001.00	3,982.00		25,752.00
Benewah County Sheriff's Office			19,298.00	12,832.00	24,637.00	11,640.00			68,407.00
Bingham County Sheriff's Office	39,548.00	10,000.00	26,128.00	16,480.00	20,000.00	12,000.00	15,177.00		139,333.00
Bonner County Sheriff's Office			31,256.00	18,324.00	26,580.00	10,920.00	15,339.00		102,919.00
Bonners Ferry/Boundary County			21,500.00	21,035.00	20,000.00	10,000.00	13,433.00		85,968.00
Bonneville County &City			78,665.00	21,255.00	55,000.00	15,000.00	30,605.00		200,525.00
Cassia County							46,467.00	30,960.00	77,427.00
*Caldwell Police Department								36,000.00	36,000.00
Jefferson County Sheriff's Office			27,500.00	10,000.00	20,000.00	11,500.00	11,486.00		80,486.00
Jerome County Sheriff's Office			39,960.00	10,000.00	20,000.00	10,000.00	15,303.00		95,263.00
Kootenai County Sheriff's Office	129,266.00	58,920.00	90,958.00	46,672.00	53,559.00	15,159.00	36,317.00		430,851.00
Moscow Police Department							45,981.00	30,654.00	76,635.00
*Nampa Police Department								40,000.00	40,000.00
Nez Perce County/Lewiston PD	31,898.00	23,987.00	20,000.00	28,941.00	29,573.00	10,427.00	17,118.00		161,944.00
*Orofino Police Department								36,000.00	36,000.00
*Payette County Sheriff's Office								33,751.00	33,751.00
Pocatello/Chubbuck			69,247.00	21,021.00	55,000.00	10,000.00	27,649.00		182,917.00
Rexburg Police Department							42,379.00	28,252.00	70,631.00
St. Anthony Police Department			21,590.00	13,238.00	23,590.00	10,430.00	11,051.00		79,899.00
Shoshone County Sheriff's Office							45,000.00	30,000.00	75,000.00
Teton County Sheriff's Office			2,625.00	2,504.00					5,129.00
Twin Falls Public Safety			78,134.00	7,866.00	76,324.00	16,676.00	28,486.00		207,486.00
Valley County Sheriff's Office							19,900.00	13,226.00	33,126.00
TOTALS	200,712.00	92,907.00	529,734.00	236,565.00	432,262.00	148,753.00	425,673.00	278,843.00	2,345,449.00

*NEW PROJECT in 1994

DARE	
Total Federal Funds	1,867,224
Total State Funds	478,225
TOTAL	2,345,449

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IMPLEMENTATION PROCESS

COMMUNITIES SEIZE OPPORTUNITY TO SUPPORT DARE

During interviews with the program personnel it became very obvious that the community quickly seized the opportunity to support DARE for the youth of their community.

Dare Officers noted the formation of citizen action groups as one of the main reasons for the financial support and continuation of their programs. These citizen action groups are known by different names - Substance Abuse Council, Drug Abuse Board, Community Planning Committee, Citizens for Youth, etc.. These groups usually include a balanced representation of the community such as: city official(s), law enforcement, health & welfare, business, substance abuse specialist, education, students and local citizens. They are very sucessful in coordinating events, fund raising efforts and accompishing needed tasks to benefit the DARE program in their community. ***They come together with a shared goal, "improving the community".*** Community involvement has included but is not limited to the following: Special fund raising events sponsored by local civic groups, media coverage, donations, public display of the DARE logo, purchase of t-shirts to wear at work on specified days, and calls and letters of support to the officers and agencies.

SCHOOL COMMITMENT

Without the commitment and cooperation of the schools it would not be possible to implement the DARE program. Before the DARE program is implemented the curriculum is reviewed by the school boards, teachers, and, in many cases, the Parent Teacher Association (PTA). School administrators and teachers have committed time and funding to insure the success of the DARE program.

IMPLEMENTATION PROCESS

The school Superintendents, Principals, Teachers and Substance Abuse Coordinators have worked with the DARE Officers and provided assistance such as: to provide a point of contact, coordinate schedules, locate education funding resources, arrange for office space if necessary, and assist with extracurricular school activities.

TEACHERS PLAY MAJOR ROLE

Teachers play a major role in the Middle/Junior High and High school DARE programs. Idaho now has 30 Middle/Junior High and two (2) Senior High schools with the DARE program. The Middle/Junior High emphasis is to reinforce the information and skills necessary to enable students to resist pressure and other influences in making their personal choices. The curriculum was developed to reduce drug abuse, gang activity and violence among youth in their early teens. The ten lessons on social skills and violence prevention strategies are cooperatively taught by the officer and the classroom teacher. Lesson descriptions are in Appendix A.

EXPANSION INTO MIDDLE / JUNIOR HIGH AND SENIOR HIGH SCHOOL

The Senior High School program focuses on two areas: (1) **to reinforce the skills students need to enable them to act in their own best interest when facing high-risk, low-gain choices and to resist peer pressure and other influences in making their personal choices; (2) to help students to recognize and cope with feelings of anger without causing harm to themselves or others and without resorting to violence or the use of alcohol and drugs.**

REINFORCE!!

The senior high level consists of a series of five lessons taught by the DARE officer and three sessions by the classroom teacher. The lessons are designed to be taught over a period of eleven days during the required course in health or in some other appropriate subject.

PROJECT PROFILES

AMERICAN FALLS

Project Director: Chief Gerald D. Hubbs
Dare Officer(s): Larry Jones
Project Started: 1991
Target Grades: 5th, Jr High
Yearly Student Contacts: 730
Communities Involved: American Falls

BENEWAH COUNTY

Project Director: Sheriff Rod Thormahlen
Dare Officer(s): Fred Cruzan and Dean Salisbury
Project Started: 1990
Target Grades: 5th,6th, Jr High
Yearly Student Contacts: 710
Communities Involved: St. Maries, Fernwood, Emida, Santa, Plummer, Worley, and DeSmet

BINGHAM COUNTY

Project Director: Sheriff C. Dayle Holm
Dare Officer(s): Rick Otterstrom, Margy Kay Anderson, Byron Howell, and Paul Moore.
Project Started: 1990
Target Grade(s): 5th, Jr High
Yearly Student Contacts: 5892
Communities Involved: Blackfoot, Shelley, Firth, Basalt, Wapello, Fort Hall, Groveland, Atomic City, Riverton, Pingree, Springfield, Aberdeen, Rockford, and Sterling

BLAINE COUNTY

Project Director: Sheriff Walt Femling
Dare Officer(s): Jim Cleveland
Project Started: 1993
Target Grade(s): 6th
Yearly Student Contacts: 1300
Communities Involved: Ketchum, Sun Valley, Bellevue, Hailey, and Carey

BONNER COUNTY

Project Director: Undersheriff Nick Krager
Dare Officer(s): Jim Peasha and John Black
Project Started: 1991
Target Grades: 6th, Jr High
Yearly Student Contacts: 4310
Communities Involved: Sandpoint, Priest River, Clark Fork, Hope, Old Town, Priest Lake, Sagle, Carywood, Blanchard, Edgemere, Westmond, Coolin, Laciede, Dover, Trestle Creek, Nordman, Ponderay, and Kootenai

BONNERS FERRY

Project Director: Chief of Police, David Kramer
Dare Officer(s): Mike Naumann
Project Started: 1991
Target Grades: 6th, Jr High, Sr High
Yearly Student Contacts: 1386
Communities Involved: Bonners Ferry, Moyie Springs, Naples and Mt. Hall

PROJECT PROFILES

BONNEVILLE COUNTY

Project Director: Lieutenant Craig McBride
Coordinator: Paul Wilde
Dare Officer(s): Boyd Guymon and Kevin Pettingill of Bonneville County Sheriff's Office
Project Started: 1991
Target Grades: 5th, 6th, Jr High
Yearly Student Contacts: 4836
Communities Involved: Idaho Falls, Ammon, Iona, Ucon, Swan Valley

CALDWELL

Project Director: Chief Doug Law
Dare Officer: Toni Thompson
Project Started: 1994
Target Grades: 6th
Yearly Student Contacts: 1395
Communities Involved: Caldwell, Wilder and Middleton

CASSIA COUNTY

Project Director: Lt. Jim Higens
Dare Officer(s): Kelly Hutchinson
Project Started: 1993
Target Grades: 6th, Jr High
Yearly Student contacts: 2450
Communities Involved: Burley, Declo, Oakley, Malta, Almo, Albion, and Malta

CHALLIS

Project Director: Chief Dave Nelson
Dare Officer(s): Dave Nelson
Project Started:1991
Target Grades: 6th
Yearly Student Contacts: 341
Communities Involved: Challis, Mackay, Stanley and Clayton

CHUBBUCK

Project Director: Chief Jerry Rowland
Dare Officer: Steve Heib
Project Started: 1991
Target Grades: 6th
Yearly Student Contacts: 1951
Communities Involved: Chubbuck

CRATER OF THE MOON PARK SYSTEM

Project Director: National Park Service, Superintendent Jon Jarvis
Dare Officer(s): Ranger Marshall Neeck
Project Started : 1992
Target Grades: 5th, 6th
Yearly Student Contacts: 250
Communities Involved: Arco

PROJECT PROFILES

GEM COUNTY

Project Director: Sheriff Jim Wood
Dare Officer(s): Ron Coats
Project Started: 1989
Target Grades: 6th
Yearly Student Contacts: 1250
Communities Involved: Emmett, Letha, Sweet and Ola

HEYBURN

Project Director: Chief of Police
Dare Officer: George Warrell
Project Started: 1994
Target Grades: 6th
Yearly Student Contacts: 90
Communities Involved: Heyburn

IDAHO FALLS

Project Director: Chief Monty Montague
Dare Officer: Curtis Byington and Chris Jacobson
Project Started: 1991
Target Grades: 5th, 6th, Jr. High
Yearly Student Contacts: 1900
Communities Involved: Idaho Falls

JEFFERSON COUNTY

Project Director: Captain Lavar Summers
Dare Officer(s): Mike Miller
Project Started: 1991
Target Grades: 6th
Yearly Student Contacts: 4635
Communities Involved: Rigby, Lewisville, Menan, Roberts, Terreton, Mud Lake, Ririe, Dubois and Hamer

JEROME COUNTY

Project Director: Sheriff George W. Silver
Dare Officer(s): Penny Ragland
Project Started: 1991
Target Grades: 5th, 6th
Yearly Student Contacts: 1078
Communities Involved: Jerome, Wendell, Richfield, Shoshone, Dietrich, Eden and Hazeiton

KOOTENAI COUNTY

Project Director: Captain Gary Cuff
Dare Officer(s): Gary Telebar, Don Kline; Steve Lourence and Mark Knapp of CDA, PD
Project Started: 1990
Target Grades: 5th, 6th,
Total Students Contacted: 7472
Communities Involved: Coeur d' Alene, Spirit Lake, Athol, Harrison, Hayden, Cataldo and Dalton Gardens

PROJECT PROFILES

LATAH COUNTY

Project Director: Sheriff Joe Overstreet
Dare Officer(s): Keith Wilson
Project Started: 1995
Target Grades: 5th, 6th
Yearly Student Contacts: U/N-new
Communities Involved: Kendrick, Juliaetta, Deary and Bovill

LEWISTON

Project Director: Chief John Baldwin
Dare Officer(s): Cheri Chehock
Project Started: 1990
Target Grades: 5th, 6th, Jr High
Total Students Contacted: 2509
Communities Involved: Lewiston

MOSCOW

Project Director: Chief William Brown, Jr.
Dare Officer(s): Nick Almquist
Project Started: 1993
Target Grades: 5th, 6th, Jr High
Yearly Student Contacts: 4190
Communities Involved: Moscow, Bovill, Potlatch, Genesee, Troy, Deary

MT HOME AIR FORCE BASE

Project Director:
Dare Officer(s): Tim Winfrey
Project Started: 1994
Target Grades: 5th, 6th
Yearly Student Contacts: 600
Communities Involved: Mt. Home Air Base

NAMPA

Project Director: Chief Marshall Brisbin
Dare Officer(s): Craig Kingsbury
Project Started: 1994
Target Grades: 6th
Yearly Student Contacts: 1325
Communities Involved: Nampa

NEZ PERCE COUNTY

Project Director: Scot Gleason
Dare Officer(s): Scot Gleason
Project Started: 1990
Target Grades: 6th
Total Students Contacted: 448
Communities Involved: Lewiston, Lapwai, Culdesac, Juliaetta, Genesee

PROJECT PROFILES

ONEIDA COUNTY

Project Director: Sheriff Bill Neal
Dare Officer(s): Bryan Bird
Project Started: 1990
Target Grades: 5th
Total Students Contacted: 500
Communities Involved: Malad and Stone

OROFINO

Project Director: Chief Michael Couts
Dare Officer(s): Duane Brightwell
Project Started: 1994
Target Grades: 5th, 6th
Yearly Student Contacts: 1300
Communities Involved: Orofino, Weippe, Pierce, Kamiah and Peck

OWYHEE COUNTY

Project Director: Sheriff Tim Nettleton
Dare Officer(s): Richard Freund
Project Started: 1994
Target Grades: 5th
Yearly Student Contacts: 951
Communities Involved: Murphy, Homedale, Marsing

PAYETTE COUNTY

Project Director: Kay Moore
Dare Officer(s): Kay Moore
Project Started: 1994
Target Grades: 5th
Yearly Student Contacts:1938
Communities Involved: Payette,New Plymouth and Fruitland

POCATELLO

Project Director: Director of Community Services Garry L. Pritchett
Dare Officer(s): Garth Brown and Rick Henry
Project Started: 1991
Target Grades: 6th
Total Students Contacted: 6155
Communities Involved: Pocatello

POST FALLS

Project Director: Chief Cliff Hayes
Dare Officer(s): Bill Guice
Project Started: 1990
Target Grades: 6th, Jr. High
Total Students Contacted: 3580
Communities Involved: Post Falls

PROJECT PROFILES

RATHDRUM

Project Director: Chief Bob Moore
Dare Officer(s): George Willoth
Project Started: 1994
Target Grades: 6th, Jr. High
Total Students Contacted: 1005
Communities Involved: Rathdrum

REXBURG

Project Director: Chief Blair K. Siepert
Dare Officer(s): Ron Klingler,Bruce Bowler
Project Started: 1993
Target Grades: 6th
Yearly Students Contacted: 2593
Communities Involved: Rexburg and Sugar City

SALMON

Project Director: Chief Robert Nielsen
Dare Officer(s): Jodi Seybold
Project Started: 1991
Target Grades: 5th
Total Students Contacted: 395
Communities Involved: Salmon and Leadore

SHOSHONE COUNTY

Project Director: Sheriff Dan Schierman
Dare Officer(s): Robert C. Calhoun
Project Started: 1993
Target Grades: 5th, 6th, Jr. High
Yearly Student Contacts: 4230
Communities Involved: Wallace, Osborn, Kellogg, Pinehurst

ST. ANTHONY

Project Director: Don Powell
Dare Officer(s): Don Powell
Project Started: 1991
Target Grades: 6th, Jr. High
Total Students Contacted: 2000
Communities Involved: St. Anthony, Ashton, Teton, and Parker

TETON COUNTY

Project Director: Sheriff Kim Cooke
Dare Officer(s): Brad Averett
Project Started: 1991
Target Grades: 6th
Communities Involved: Driggs
Yearly Students Contacts: 110

PROJECT PROFILES

TWIN FALLS

Project Director: Director of Public Safety
Dare Officer(s): Curtis Gambrel, Don Hall, James Munn, Jr. and Brian Pike
Project Started: 1991
Target Grades: 6th
Yearly Student Contacts: 1660
Communities Involved: Twin Falls

TWIN FALLS COUNTY

Project Director: Sheriff Wayne E. Tousley
Dare Officer(s): Jim Tuttle
Project Started: 1993
Target Grades: 5th
Yearly Student Contacts: 856
Communities Involved: Twin Falls, Filer, Buhl, Kimberly, Murtaugh, Hansen, Hollister, Castleford

VALLEY COUNTY

Project Director: Sheriff Lewis E. Pratt
Dare Officer(s): Ernie Moses
Project Started: 1993
Target Grades: 6th, Jr. High
Yearly Student Contacts: 1198
Communities Involved: Cascade, McCall, Council, New Meadows, Donnelly and Hiway

DARE PROJECT PROFILES

D.A.R.E. PROJECTS	OFFICERS	# ELEM SCH.	#JR SCH.	PRV SCH.	SCH DIST.	CORE (E) STUDENTS	CORE (JR) STUDENTS	CORE HIGH SCHOOL	STUDENTS RECEIVING VISITATIONS	OTHER STUDENT CONTACTS	STUDENT IMPACT TOTAL	# TOWNS CITIES	REC.FED FUNDS TO START
EASTERN													
American Falls Police Dept	1	2	1	0	1	300	150		150	130	730	1	Y
Bingham County Sheriff's Office	4	11	1	0	5	891	201		4000	800	5892	16	Y
Bonneville County Sheriff's Office	2	10	5	0	3	686	1550		600	2000	4836	5	Y
Challis Police Department	0.1	4	0	0	1	115	0		95	80	290	4	N
Chubbuck Police Department	1	3	0	0	1	300	0		1451	200	1951	1	Y
Idaho Falls Police Department	2	16	0	0	1	1000	0		500	500	2000	1	Y
Jefferson County Sheriff's Office	1	8	0	0	4	518	0		2617	1500	4635	7	Y
Pocatello Police Department	2	14	0	2	1	938	0		5217	250	6405	1	Y
*Rexburg Police Department	1	10	0	0	2	444	0		2149	0	2593	2	Y
Salmon Police Department	0.3	2	0	0	1	145	0		250	0	395	2	N
St. Anthony Police Department	1	5	1	0	1	250	250		1200	300	2000	4	Y
Teton County Sheriff's Office	0.2	1	0	0	1	85	0		0	0	85	1	Y
SOUTHERN													
Blaine County Sheriff's Office	1	4	0	1	1	380	0		800	120	1300	5	Y
National Park Service	0.2	1	0	0	1	50	0		200	0	250	1	N
*Cassia County	1	9	0	0	1	432	0		2018	0	2450	6	N
**Caldwell Police Department	1	4	0	0	3	755	0		440	200	1395	3	Y
Gem County Sheriff's Office	1	7	0	0	1	250	0		1000	200	1450	4	N
Heyburn Police Department	1	1	0	0	1	90	0		0	0	90	1	N
Jerome County Sheriff's Office	1	7	0	0	4	553	0		300	225	1078	6	N
Mt. Home Air Force Base	1	3	0	0	1	124	0		483	0	600	1	N
**Nampa Police Department	1	5	0	0	1	725	0		600	0	1325	1	Y
Oneida County Sheriff's Office	0.3	2	0	0	1	105	0		395	0	500	2	N
Owyhee County Sheriff's Office	1	2	0	0	2	152	0		799	0	951	2	N
**Payette County Sheriff's Office	1	4	0	1	3	367	0		544	250	1161	3	Y
Twin Falls County Sheriff's Office	1	5	0	0	4	456	0		200	200	856	8	Y
Twin Falls Public Safety	1	7	0	4	1	660	0		300	700	1660	1	Y
*Valley County Sheriff's Office	1	5	1	1	3	151	172		875	0	1198	5	Y
NORTHERN													
Benewah County Sheriff's Office	1	4	1	1	3	85	50		100	120	355	4	Y
Bonner County Sheriff's Office	2	11	3	0	1	570	510		2970	260	4310	20	Y
Bonners Ferry/Boundary County	1	4	1	0	1	140	306		760	180	1386	4	Y
Coeurd'Alene Police Department	2	6	0	0	1	500	0		2000	200	2700	1	Y
Kootenai County Sheriff's Office	1	8	0	0	4	572	0		3200	1000	4772	6	Y
Latah County Sheriff's Office	1	New Program											
Lewiston Police Department	1	7	1	1	1	248	449		1562	250	2509	1	Y
*Moscow Police Department	1	13	0	2	4	790	0		3400	0	4190	8	Y
Nez Perce Sheriff's Office	1	16	0	2	5	448	0		2500	130	3078	5	Y
**Orofino Police Department	1	6	0	0	2	500	0		800	0	1300	6	Y
Post Falls Police Department	1	3	1	0	2	330	350	700	2200	0	3580	2	Y
Rathdrum Police Department	1	3	1	0	1	150	375		480	0	1005	1	N
*Shoshone County Sheriff's Office	1	7	1	0	4	260	200		970	2800	4230	7	Y
TOTALS	44.1	240	18	15	79	15515	4563		48125	12595	80798	159	

28 LOCALLY OPERATED (NON-GRANT FUNDED) PROJECTS

*9 CURRENTLY GRANT FUNDED

**4 NEW GRANTS AS OF 1994

Program Appraisals - Indicators of Success

METHODOLOGY

The data collection design started in 1991 with the procurement of a grant management software program, DREAMS. The software is used to collect the raw data from five appraisal and survey instruments adopted from the federal ***DARE Implementation Guide***.

Appraisals were given to school administrators, teachers, parents, and students. The 1994-95 data provided a sufficient quantity sampling for analysis.

A monitoring site visit questionnaire was also developed to add to the survey data collected. Each of the BJA grant funded programs receive at least three site visits a year from the programmatic, fiscal and evaluation personnel. Grant funded projects are required to submit quarterly progress reports plus a narrative annual report. These reports were also used as a resource.

The non-grant funded projects were contacted in person or by phone to answer the site questionnaire. In the spring of this year the Idaho DARE Training Coordinator conducted a survey of all the DARE officers.

All of the forementioned quantitative and qualitative data was used to compile this report on the DARE projects in Idaho.

ADMINISTRATOR'S APPRAISAL

In an effort to evaluate the quality of the DARE program implementation the school administrators were asked to give their opinion and rate the program. The following questions were asked and ranked (from excellent to very poor):

- Organization/coordination of the DARE program between the law enforcement agency and their school.

  88% - excellent 12% - good

- Quality of learning experience for students.

  89% -excellent 11% - good

- My teachers attitude toward the DARE program.

  75% - excellent 25% - good

- My students attitude toward the DARE program.

  83% - excellent 17% - good

- My own opinion of the DARE program.

  100% - excellent

- The idea that DARE should be continued in my school

  100% - excellent

Program Appraisals

TEACHER APPRAISAL OF OFFICER PRESENTATIONS

Recognizing that officer performance is critical to program success teachers were asked to rank the presentation of DARE lessons. The lesson ranked could be any one of the 17 presented. A total of 85 surveys were returned. The following questions were asked and ranked:

Questions	strongly agree	agree	unsure/ neutral	disagree	strongly disagree
The objective of the lesson was clear to the students from the beginning of the officer's presentation	65%	22%	12%	1%	0
The presentation of material and content was appropriate to my students level.	72%	20%	7%	1%	0
The officer's presentation was effective.	67%	24%	6%	1%	2%
The officer established rapport with my students.	83%	14%	2%	0	1%
My students showed interest in the lesson.	58%	31%	11%	0	1%
My students acquired knowledge about how to successfully resist and refuse offers of drugs.	63%	25%	11%	0	1%
My students showed an improved attitude toward drug use.	36%	42%	15%	1%	5%
My students demonstrated the ability to use those resistance skills taught in the DARE lessons.	27%	40%	31%	1%	1%
During the time that DARE was presented, I observed a positive change in interpersonal relations among my students.	16%	41%	41%	0	2%
My opinion is that the DARE program should be continued in my school.	91%	7%	0	0	1%

Program Appraisals

PARENT APPRAISAL

Of the 538 returned parent surveys: 96% said their child told them about the DARE program; 21% said they attended the DARE parent meeting; and 94% recommend that the DARE program be continued, 3% were opposed and 3% were unsure or neutral. As a result of the DARE program, 83% of the surveyed parents said it was easier to talk to their child about drugs. When asked their opinion on what was the effect of the DARE program on their child's attitude toward drug use 92% chose **"less likely to use drugs".** In the opinion of the 538 parents surveyed, the DARE program contributed to a more positive attitude concerning law enforcement (86%) and school (71%).

STUDENT OPINIONS

Student were asked to answer an opinion questionnaire which was designed to look at self-concept, knowledge and attitudes toward drug use, peer influences, acceptability of drug and alcohol use, consequences of use, and attitudes toward police. The following information is based on 1238 student surveys from around the state. The average age of a DARE student in Idaho is 11; 51% are males and 49% females. Idaho DARE students have a healthy self-concept attitude as the following chart demonstrates:

Student Self Concept

QUESTIONS	Disagree a lot	Disagree a little	Agree a little	Agree a lot
I feel good about myself.	3%	7%	23%	67%
When somebody puts me down or makes fun of me, I always feel badly about myself.	19%	26%	30%	24%
I usually don't let other kids talk me into doing something I don't want to do.	9%	10%	20%	61%
I am an important member of my family.	5%	6%	16%	72%
I think for myself and make my own decisions.	5%	10%	31%	54%
I often do things that make me proud of myself.	5%	10%	31%	54%
Sometimes I do things I don't really want to do just so my friends will keep liking me.	48%	24%	20%	8%
Without my friends, I would like nobody.	58%	19%	11%	12%

Program Appraisals

STUDENT OPINIONS

Student Acceptability of Drug /Alcohol Use - Prediction of Future Use

Questions	True	False
There is nothing wrong with kids smoking cigarettes as long as they don't smoke too many.	6%	94%
Kids who drink alcohol are more grown up than those who don't.	11%	89%
It's okay for kids to drink alcohol as long as it doesn't become a habit.	6%	94%
Using street drugs is wrong, no matter how little you use them.	93%	7%
By the time I enter high school, I will probably have tried cigarettes at least once.	24%	76%
By the time I enter high school, I will probably have tried alcohol at least once.	27%	72%
By the time I enter high school, I will probably have tried drugs at least once.	10%	90%

Peer Influences

Questions	True	False
True friends don't push kids into trying drugs or alcohol.	89%	11%
Most kids my age use alcohol or drugs like marijuana.	26%	74%
Kids who use drugs have more friends than those who don't.	7%	93%
If you attend a party where everyone else is drinking beer and wine, you can have a good time without joining in.	86%	14%
If someone you like wants you to do something you think is wrong, there is no way you can say "no" and still be friends.	22%	78%

Knowledge of Drug / Alcohol Use Consequences

Questions	True	False
Drugs bought on the street are safe to use.	2%	98%
It is perfectly safe to take medicine that the doctor has given to someone else.	14%	86%
If you're under a lot of stress, drinking alcohol or taking drugs won't really help.	84%	16%
Sometimes the only way to keep from feeling sad is to get "high".	5%	95%
It is safe to sniff things like glue and white-out to get a "buzz".	4%	96%

Program Appraisals

STUDENT OPINION

Attitudes Toward Police

Of the Idaho DARE students surveyed, 92% stated most police officers can be trusted, and 87% felt that police officers were **not** out to catch you doing something wrong.

To Tell an Adult or Not

Most of the Idaho DARE students surveyed, (95%), stated they would tell an adult if someone offered them a drug such as marijuana.

NATIONAL RESEARCH AND STUDIES

On the national level DARE has come under scrutiny as to its effectiveness. In the September 1994 issue of the *American Journal of Public Health*, the Research Triangle Institute (RTI) of North Carolina concluded that "DARE's short-term effectiveness for reducing or preventing drug use behavior is small." The study was commissioned by the National Institute of Justice, U.S. Department of Justice. The study was a meta-analysis of prior evaluations of the DARE program, plus a comparison of DARE and other school based drug prevention programs targeting the same age group. The Justice Department rejected the results of the study questioning the methodology used. Two separate peer review panels found problems with the study. One of the major concerns of the RTI study is the sample group used. RTI evaluated the original elementary "core" program, targeting the 5th and 6th graders, average age 11 years old. In Idaho this group rarely uses drugs.

Previous research has shown that DARE builds an attitude in children against drugs, it increases the children's ability to resist drugs, it enhances their self-esteem, reduces the level of drug use, and it delays the onset of drug use.

NATIONAL continued...

A synopsis of 21 DARE evaluation studies

A synopsis of 21 DARE evaluation studies compiled by University of Southern California Professor Kathleen M. Wulf, Ph.D., who has extensively studied DARE, concluded :

- Nearly all present studies focused on the DARE elementary program only.
- DARE is consistently perceived as an excellent substance abuse prevention program by students and adults surveyed, including parents, teachers, and administrators.
- Many studies demonstrate DARE's effectiveness in delaying and/or preventing drug, alcohol, and tobacco use, while some studies do not document the same effects.
- Only two studies so far have attempted to document long-term effects, i.e., 1) the Evaluation and Training Institute, ETI, study in Los Angles which suffered from sample attrition, and 2) the present Illinois study which is not yet complete.[4]

GALLUP

In July of 1993 a *Participants' Evaluation of the DARE Program* was released by The Gallup Organization, Inc. The Gallup survey results are based on telephone interviews with a national sample of 632 young people ages 11-18. The survey revealed that 93 percent of DARE graduates state that DARE helps them avoid drugs and alcohol, increases their self-confidence and ability to deal effectively with peer pressure. Although this is not a scientific longitudinal study, it does reflect attitudes of DARE graduate students.

CONCLUSION

The results of the opinion surveys on Idaho DARE programs show that the teachers, school administrators, and parents approve and support the program in their community.

The goal of the DARE program is not to completely eliminate the drug and alcohol problems of our society. It is a prevention program designed to **equip our youth with skills for resisting** peer pressure to experiment with drugs, and to manage anger without resorting to violence or the use of alcohol and drugs.

The proactive prevention program has provided local law enforcement agencies with a positive method of influencing the youth of their communities. Agencies are pleasantly surprised with the encouraging support received from all parties involved. Overwhelming support has been observed throughout the state. Communities have embraced the DARE program as a method to participate in and contribute to the education of the youth in their community in a highly visible and positive way.

It is the consensus of the Idaho DARE program participants and evaluation efforts that the DARE program needs to be expanded into Middle School, Junior High and High School. The expansion combined with the Parent program serves as reinforcement for the drug and violence resistance message. Currently, thirteen projects have expanded into 30 Middle/Jr High Schools and two (2) projects are instructing at the High school level.

DARE is one of several components in the complex solution to society's concerns for the drug and alcohol problem of the youth.

According to the recent opinion survey of Idaho criminal justice system, law enforcement rated a school youth drug education program an important priority.

The agencies that rated it as a high priority experienced less juvenile drug related arrests according to Idaho Uniform Crime Report statistics. It can be concluded that the DARE program is having an impact on Idaho youth.

RECOMMENDATIONS

BUILDING PARTNERSHIPS

STATE GOVERNMENT

LAW ENFORCEMENT AGENCIES

SCHOOLS

COMMUNITY

TO BENEFIT IDAHO YOUTH

*Continue to expand and **reinforce** the DARE curriculum in the Middle/Jr. High and High Schools

*Continue working in partnership with other prevention programs

*Continue encouragement of community investment and involvement

*Form community Substance Abuse Boards, Councils, or Coalitions to assist and support the DARE program

*Provide D.A.R.E. America with feedback on the implementation of the new curriculum

*Continue to provide the State DARE Training Center and Coordinator

*Continue to monitor and evaluate the programs; survey high school students for the impact of DARE

*Continue to support drug education programs with the cigarette tax funds and legislative action

REFERENCES/RESOURCES

Bureau of Justice Assistance, *An Introduction to DARE: Drug Abuse Resistance Education, second edition Program Brief,* DARE Regional Training Centers, October 1991, NCJ 129862.

A Synopsis of 21 DARE Evaluation Studies, by University of Southern California Professor Kathleen M. Wulf, Ph.D.

Research Triangle Institute, *"Past and Future Directions of the D.A.R.E. Program: An Evaluation Review,"* Draft Final Report, September 1994.
3040 Cornwallis Rd.
P.O. Box 12194
Research Triangle Park, NC 27709

"Community Policing and D.A.R.E., A Practitioner's Perspective" 1995 by
David L. Carter
Michigan State University
East Lansing, MI 48824-1118
PH: (517) 355-9308

"A Healthy Look at Idaho Youths"
Contact: Ann Williamson
Health Education Consultant
PH: (208) 334-2281

Idaho Request for Proposal for federal BJA
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APPENDIX A

ELEMENTARY "CORE" DARE LESSON SUMMARIES

The DARE curriculum is organized into 17 classroom sessions conducted by the police officer, coupled with suggested activities taught by the regular classroom teacher. A wide range of teaching activities are used: question-and-answer, group discussion, and role-play and workbook exercises, all designed to encourage student participation and response.

Each lesson is briefly summarized below, giving a sense of the scope of the DARE curriculum and the care taken in its preparation. All of these lessons were pilot tested and revised before widespread use began.

1. **Introducing D.A.R.E.** Acquaints students with the DARE officer; defines roles and responsibilities of students

2. **Drug Use and Misuse.** Students learn the harmful effects of drugs if they are misused as depicted in the film "Drugs and Your Amazing Mind."

3. **Consequences.** Focus is on the consequences of using and not using alcohol and marijuana. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.

4. **Changing beliefs about drug use** The DARE officer explains different types of pressure – ranging from friendly persuasion and teasing to threats–that friends and others exert on students to try tobacco, alcohol, or drugs.

5. **Resistance Techniques: Ways to Say No.** Students rehearse the many ways of refusing offers to try tobacco, alcohol, or drugs–simply saying no and repeating it as often as necessary, changing the subject, walking away, or ignoring the person. They learn that they can avoid situations in which they might be subjected to such pressures and can "hang around" with nonusers.

6. **Building Self-Esteem.** Poor self-esteem is one of the factors associated with drug misuse. How students feel about themselves results from positive and negative feelings and experiences. In this session students learn about their own positive qualities and how to compliment other students.

7. **Assertiveness: A Response Style.** Students have certain rights–to be themselves, to say what they think, to say no to offers of drugs. The session teaches them to assert those rights confidently and without interfering with others' rights.

8. **Managing Stress Without Taking Drugs.** Students learn to recognize sources of stress in their lives and techniques for avoiding or relieving stress, including exercise, deep breathing, and talking to others. They learn that using drugs or alcohol to relieve stress causes new problems.

9. **Reducing Violence** Identifies nonviolent ways to deal with anger and disagreement

"CORE" Lesson Summaries continued...

10. **Media Influences on Drug Use.** The DARE officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and social pressure.

11. **Making Decisions About Risky Behavior** Teaches students decision making skills to evaluate risks in situations involving using drugs and using weapons

12. **Say "YES" to Positive Alternatives** Students learn that to have fun, to be accepted by peers, or to deal with feelings of anger or hurt, there are a number of alternatives to using drugs and alcohol.

13. **Positive Role Modeling.** A high school student selected by the DARE officer with the assistance of the high school staff visits the class, providing students with a positive role model. Students learn that drug users are in the minority.

14. **Resisting Gang and Group Violence.** Students discuss the kinds of pressures they may encounter from gang members and evaluate the consequences of the choices available to them.

15. **DARE Summary.** Students summarize and assess what they have learned.

16. **Taking a Stand.** Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student's "DARE Pledge."

17. **Culmination.** In a school wide assembly planned in concert with school administrators, all students who have participated in DARE receive certificates of achievement.

*Lesson summary is in part reproduced from the Bureau of Justice Assistance *"An Introduction to DARE: Drug Abuse Resistance Education"* Second Edition, Program Brief, 1991, NCJ 129862

JUNIOR HIGH SCHOOL CURRICULUM

1. **Drug Use and Abuse.** Helps students understand how drugs can change the way the mind and body function

2. **Drugs, Violence, and the Law.** Informs students about laws and school behavior codes regarding possession of substances and acts of violence; helps students understand their role in following these expected standards of conduct

3. **Consequences.** Explores how drug use affects every person living in a community

4. **Assertive Resistance.** Makes students aware of pressures that influence people to use drugs; teaches assertiveness as a way to resist these pressures

5. **Forming Positive Friendships.** Helps students recognize ways individuals can reach out to form positive relationships

6. **Resolving Conflicts without Violence.** Explores ways of dealing with anger and conflict without resorting to acts of violence

7. **Destructive Ecology: Tagging and Trashing.** Helps students understand how destructive acts of vandalism against personal or public property of living things affect everyone

8. **Pressure from Gangs and Gang Violence.** Makes students aware of kinds of pressures and violence they may encounter from gangs; helps them evaluate the consequences of choices available to them

9. **Project DARE Review Activities.** Provides an opportunity for students to review and strengthen what they learned in DARE

10. **D.A.R.E. to Be.** Helps students act in their own best interest

SENIOR HIGH SCHOOL CURRICULUM

1. **Pretest/Introduction.** Pretests students to measure knowledge and understanding of drug abuse and its effects on communities

2. **Reducing the Demand for Drugs: A shared Responsibility** Officer taught:: Focuses on drug abuse and its correlation with increased risk for problem behaviors that result in negative consequences

3. **Day 2 Follow-up** Teacher taught: Focuses on the consequences of drug use for individuals, as well as the community

4. **Communicating Choices Assertively.** Officer taught: Teaches skills to communicate choices assertively in situations involving substance abuse

5. **Drug-Related Behaviors and the Law.** Officer taught: Focuses on the purpose of laws and how drug-related behaviors can affect the balance between the need to maintain order and the right of an individual

6. **Day 5 Follow-up.** Teacher taught: Focuses on blood-alcohol levels; uses cooperative learning groups and case studies to demonstrate risks involved in drug abuse

7. **Drugs, Media, and Violence.** Officer taught: Focuses on how drug abuse and the media can increase violent behavior

8, 9 **Managing Anger and Resolving Conflict without Drugs.** Officer taught: Identifies positive ways of expressing and managing anger without the use of drugs

10. **Day 8,9 Follow-up.** Teacher taught: Focuses on the use of "I-message" statements

11. **Evaluation/Post test.** Post test of students: Evaluation of the program by students

PARENT CURRICULUM

1. **Effective Communication.** Self-esteem and skills in listening and communicating are critical to adult-child communication. Practicing these skills helps develop stronger family communications essential to substance abuse prevention.

2. **Risk Factors (two options): Parents select Section A, B, or both.**

(2A) Risk Factors (years 0-8). Addresses the risk factors of children from birth to age 8; provides an awareness of safety measures that can be used in the home to reduce likelihood of dangerous exposure to drugs; introduces strategies parents can use to reduce the likelihood that young children will be at risk of drug abuse

(2B) Risk Factors (early adolescents). Introduces risk factors of substances use in early adolescents; introduces parents to basic drug identification and stages of adolescent chemical dependency

3. **Youth Pressure Resistance Skills.** Helps parents in awareness and understanding of life skills, particularly in areas dealing with peer pressure and media influence; assists in strengthening the family network

4. **Panel Discussion.** Initiates discussion by members of the community from a variety of backgrounds on the scope of local substance abuse; provides an exchange of ideas on resources and referrals

3:30 A.M.

"Patrol 2, Pocatello." We have report of numerous juveniles involved in an alcohol violation at 1000 East Oak."

"Patrol 2, copy."

"Another juvenile call," I thought as I arrived at the scene. At this point in my law enforcement career, I felt the same about juveniles as I did about housework. I would rather not deal with either of them.

However, the young man I met on this call would change my attitude towards youth. When I encountered John, he had been drinking alcohol and was in tears. On the way to his house John told me that drinking helped him forget his problems. He did not feel that his parents paid any attention to him unless he was in trouble.

I contacted John on numerous occasions after that night. I asked him to ride with me on patrol. I played basketball with him. I made myself available to him if he needed to talk. Over time I began to notice a real change in John's attitude. Even though he felt pressured by his peers at times, he stopped drinking. He became more positive and even began talking about ways he could influence his friends not to drink.

I am not sure if the changes John made were because of me but the experience showed me I could have a positive impact on the youth. I also recognized a need to reach children before they are met with tough decisions they will inevitably have to face. Being a DARE officer has been a great opportunity to do just that. Drug Abuse Resistance Education prepares a youth to deal with many of the situations they will encounter as they go through life.

DARE addresses drug and alcohol resistance in addition to self-esteem, safety issues, and positive peer support. Those who participate in DARE receive positive recognition by graduating from the program. The recognition they receive from the community allows kids to feel proud they have chosen to remain drug free.

I am sure I will encounter kids on the street who have been through the DARE program in future alcohol and drug related juvenile calls. But the kids whose faces I will not see will make the difference in my attempts as a DARE officer to help kids say no to drugs.

Officer Rick Henry
Pocatello Police Department

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